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| **PENDING TO UPDATE THE ACHIEVEMENT INDICATORS** | Week 29  (April 8-12)  4 periods | Week 30  (April 16-19)  4 periods | Week 31  (April 22-26)  4 period | Week 32  (April 29-May 3) 3 periods | Week 33 (May 6-10)  4 periods | Week 34 (May 14-17) | Week 35 (May | Week 36 |
| **Handling Data**  Collects, records, displays and interprets data on a bar graph. ~~made independently~~. (Phase 3)  ☑ Makes reasonable predictions about possible outcomes, using different material. (Phase 2) |  | Survey: how do you pollute the environment? (half groups, parallel teaching, 1 period)  Heinemann Handling data page13 (independent station)  Work on class inclusion during agenda time with the ones that haven´t achieved the indicator. | Draw the bar graph based on pollution survey, interprets data.  Play probability games with spinners | Survey and whole group bar graph about eco-friendly choices (half and whole group- team teaching- 45 min.) |  |  |  |  |
| **Measurement**  Estimates, compares and measures, with non-standard units of measurement, time and temperature (hot, warm, cold, before, after, day, night). (Phase 1) |  | The temperature and time attributes: hot, cold, warm; day-night (half groups, alternative teaching)  1 period  How to do the L.E. inquiry based? | Children questions about the disciplinary unit – classify them |  | . | Stations: height, temperature, length, time | Enduring understandings based on students questions |  |
| **SHAPE & SPACE**  Identifies vertices, faces and edges found in 3D shapes (cube, rectangular prism, sphere, cylinder and cone) (Phase 2)  ☑ ~~Copies symmetrical patterns (4 elements).~~ (Phase 2) Shows symmetry using body, objects and drawings  ☑ ~~Draws simple maps using references.~~ (Phase 2) | Characteristics of 3D shapes  (1/2 groups, parallel teaching, closing all together) | Make symmetry with body and objects (station with teacher) |  | Identify characteristics of 3D shapes in small groups using a chart  (whole group-45 min.) |  | Draw simple maps (station teacher) |  |  |
| **Patterns & function**  Makes graphic representation of patterns both left and right with 5 objects, using at least four variables color, shape, size and position). (Phase 1) | Patterns with 4 variables (concrete material)  Stations with a teacher |  | Representar graficamente los patrones dados |  |  | Patterns-graphic representation  (ind.) |  |  |
| **Number**  Identifies and names numbers up to 30 ~~50~~. (Phase 1)  Finds and tells amounts of objects up to 30 ~~Connects number names and numerals to the quantities they represent~~ (Phase 1)  Estimates quantities in real life situations up to 15 (Phase 1)  Using objects finds, draws and orders all possible 2-number combinations to make numbers 9-10.  Writes addition and subtraction equations for number stories. (Phase 2)  ~~Demonstrates with objects what a two digit number represents by grouping it into tens and ones up to 50.~~ (Phase 2) | Estimate & count up to 15  Stations with a teacher  Continue with number 8-9 combinations  Independent station | Circle game: say the number, buzz, etc.)  The teacher tells the story and the chn write the equations (station with teacher, 2 periods) | Continue working with number 8-9 combinations | (Station- teacher 1)  Match the quantity with the corresponding number.  (Ind. Station)  Continue working with number 9-10 combinations  (Station- teacher 2)  The teacher tells the story and the chn write the equations |  | Estimate quantities up to 15 (station teacher) |  |  |
| **HOMEWORK** | Heinemann workbook 7 | Heinemann 1, WB 6 | Heinemann 1, WB 6 | <http://www.toytheater.com/addition-pull.php>  . Heinemann 1, WB 6 |  | Heinemann 2  Workbook 1  Pags. 1-2 |  |  |